DOCUMENT RESUME

ED 435 641 TM 030 241

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TITLE Summer Opportunity To Accelerate Reading (S.O.A.R.) Evaluation, 1999. Publication Number 98.10.
INSTITUTION Austin Independent School District, TX. Office of Program Evaluation.
PUB DATE 1999-09-00
NOTE 41p.
PUB TYPE Reports - Evaluative (142) -- Tests/Questionnaires (160)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Compensatory Education; *Elementary School Students; Primary Education; Program Effectiveness; Program Evaluation; Reading Achievement; *Reading Improvement; *Summer Programs
IDENTIFIERS *Austin Independent School District TX; Elementary Secondary Education Act Title I

ABSTRACT

The Summer Opportunity To Accelerate Reading (S.O.A.R.) program is the Title I elementary summer school of the Austin Independent School District (AISD), Texas. The S.O.A.R. program provides early intervention to accelerate literacy learning for students entering grades 1-3 who are at risk of retention or are below grade level. In its second year of operation, 1999, the program was offered at six sites. Quantitative and qualitative data were collected at each of the sites, including the results of a developmental reading assessment. The S.O.A.R. program served 1,249 students, representing 52 AISD schools (31 Title I and 21 non-Title I) and 2 private schools. The students were of diverse ethnicity. During the program, 89% of students with valid pretest and posttest scores advanced one or more reading levels, with the greatest mean gains at grade 2. Attending for at least 17 days appeared to have a positive effect on student gains. Teachers expressed strong support for the program's balanced literacy approach and indicated their willingness to use the strategies learned from the program when they returned to their regular classrooms. Recommendations are offered for continuing the S.O.A.R. program. Five appendixes contain the survey instruments and supplemental materials about the program. (SLD)

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ED 435 641

Summer Opportunity to Accelerate Reading (S.O.A.R.) Evaluation, 1999

Austin Independent School District
Office of Program Evaluation

September 1999

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EXECUTIVE SUMMARY

The *Summer Opportunity to Accelerate Reading* (S.O.A.R.) program is AISD's Title I elementary summer school. The S.O.A.R. program provides early intervention to accelerate literacy learning for students entering grades 1-3 who are at risk of retention and/or are below grade level in literacy skills. Summer 1999 was the second year of operation for S.O.A.R.

PROGRAM DESCRIPTION

The 1999 S.O.A.R. program was offered at six elementary sites in June 1999. The focus of the instruction is balanced literacy. Curriculum specifically designed to complement individual reading levels was provided. S.O.A.R. teachers and administrators participated in two days of professional development in using the balanced literacy approach to improve reading achievement.

EVALUATION DESIGN

In 1999, the Title I evaluation staff collaborated with teachers, site principals, mentor teachers, and the program director to gather data concerning various aspects of the S.O.A.R. program. Both quantitative and qualitative data were collected at each campus at the end of the 20-day program.

The *Developmental Reading Assessment* (DRA) was used to determine the pre- and post–level of reading. Attendance data, student and teacher demographics, and pupil teacher ratio are also included in this evaluation. Qualitative data include teacher surveys, mentor teacher questionnaires, principal interviews, and project director interview.

MAJOR FINDINGS

The 1999 S.O.A.R. program served 1,249 students, approximately three times the number of students in 1998. The number of S.O.A.R. campuses increased from three in 1998 to six in 1999. This year, students from 52 AISD elementary schools (31 Title I and 21 non-Title I) and two private schools participated in the program. The ethnicity was diverse, with 55% Hispanic, 30% African American, 14% Anglo/Other, and 1% Asian students. One hundred and two teachers from 36 AISD campuses taught in this balanced literacy program. Following are specific findings related to various aspects of the S.O.A.R. program.

Attendance

- The average daily attendance for the S.O.A.R. program was 1,053 students.
- The average number of days each student was in attendance was 16.6. Twenty-three percent of students attended all 20 days of the program. Thirty-six percent attended either 19 (the length of the 1998 program) or 20 days.
- The preregistration enrollment totaled 1,679 students, which indicated that an estimated 20% of the students registered for S.O.A.R. did not attend.

Assessment

The DRA uses specially selected assessment texts that represent a range of difficulty (20 texts from Level A through 44). A running record is administered as the pre- and posttest to

determine reading level. Analysis of the test scores revealed the following:

- During the four-week program, 89% of all students with valid pre- and posttest scores (n=780) showed improvement by advancing one or more reading levels on the DRA.
- Attending at least 17 days of the S.O.A.R. program appeared to have a positive effect on student gains. When looking at all students regardless of the number of days in attendance, the average gain in level was 2.0, compared with an average gain of 2.1 levels for students who attended at least 17 days. A similar pattern was seen in terms of the average stage gains.
- When scores were examined by grade, students at grade 2 showed the greatest mean gain in both level and stage.
- Eighty-four Spanish-speaking students were instructed in Spanish. The mean gain level for Spanish-speaking students was 2.6, compared to 1.9 for English-speaking students.
- Gains were similar for students attending the 1998 and 1999 S.O.A.R. programs. In 1998, 85% of all students made gains compared to 89% of all students in 1999. For students who attended 17 or more days, a gain was achieved by 89% of students in 1998 and 91% of students in 1999. The mean gain for all students was 1.9 in 1998 and 2.0 in 1999.

Surveys and Interviews

Teachers were asked to respond to a survey about the S.O.A.R. program. The principal of each campus and the program director were interviewed. An analysis of the interview and survey data revealed the following:

- Teachers expressed strong support for the balanced literacy approach to reading and indicated their willingness to use the strategies learned from the program when they return to their regular campuses.
- The training provided by the mentor teachers by grade levels was not as strong as the 1998 training where all teachers were trained by the same presenters, according to second year S.O.A.R. teachers.

RECOMMENDATIONS

As a result of reviewing the evaluation findings, these recommendations concerning the S.O.A.R. program are offered for consideration:

- Continue S.O.A.R. next summer, and incorporate elements of the balanced literacy approach into regular classroom teaching, supported by professional development throughout the year.
- Maintain a low teacher-pupil ratio for the summer classes.
- Require detailed information (e.g., LEP status, special education status, behavior or discipline issues) from the home school about students recommended for S.O.A.R.
- Purchase additional materials that better meet the needs of pre-reading students.
- Expand and improve the bilingual program by involving the bilingual team in planning, providing training specifically for bilingual teachers, hiring a bilingual mentor teacher, and purchasing more Spanish materials and books.

1999 S.O.A.R. BUDGET

The S.O.A.R. program was funded with Title I funds. Budget expenditures totaled $901,514 (almost twice the budget for 1998) and included teachers and support staff, supplies and materials, transportation, professional development, and administration.

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INTRODUCTION

The *Summer Opportunity to Accelerate Reading* (S.O.A.R.) program is AISD's Title I elementary summer school. S.O.A.R., in its second year of operation, provided early intervention to accelerate the literacy learning of students who entered grades 1-3 in fall 1999.

The focus of the instruction is balanced literacy. Elements of a balanced literacy reading program are reading aloud to children, shared reading and writing, interactive writing, word study, guided reading, and independent reading. Curriculum specifically designed to complement individual reading levels is provided. S.O.A.R. teachers and administrators participated in two days of professional development in using the balanced literacy approach to improve reading achievement.

The 1999 S.O.A.R. program was offered at six elementary sites (Campbell, Graham, Houston, Linder, Norman, and Pecan Springs) from June 3 – June 30, 1999. In addition to classroom teachers, Title I funds supported a principal, nurse, librarian, parent training specialist, monitors, and a secretary at each campus.

Students who are at risk of retention and/or are below grade level in literacy skills were required to have teacher and principal recommendations to be eligible to attend S.O.A.R. Title I students who met the criteria could attend the summer school program free of charge. Other AISD students could attend a program at Houston or Norman that followed the S.O.A.R. curriculum framework if they met the eligibility criteria, and either paid tuition or were funded by the Optional Extended Year (OEY) program.

EVALUATION DESIGN

In 1999, the Title I evaluation staff conducted a follow-up study of the S.O.A.R. program. Both quantitative and qualitative data were included in the evaluation.

The assessment instrument used in the S.O.A.R. program was *the Developmental Reading Assessment* (DRA). Teachers administered the DRA the first week of summer school to determine initial reading levels. A posttest administered by the teachers during the last week of school was used to calculate reading achievement gains.

Attendance data compiled for students who attended at least five days of the program include enrollment numbers, attendance rates at campuses, and attendance rates overall. Student demographics including ethnicity, gender, grade distribution, language, and funding source are reported. Teacher demographics include ethnicity, gender, and grade level taught during the school year. Pupil-teacher ratio is also reported.

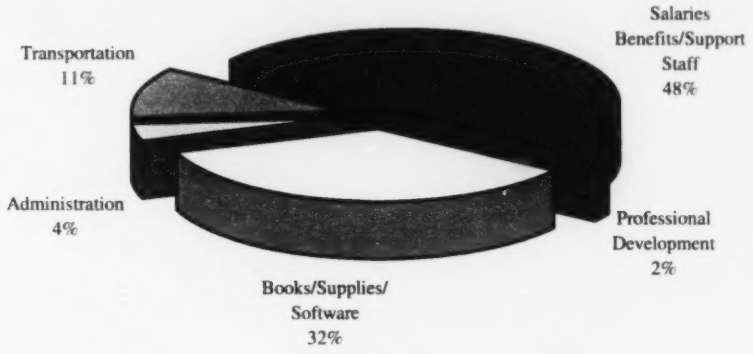
Teachers and principals who work with the balanced literacy framework of S.O.A.R. have valuable information to share. Title I evaluation staff visited each S.O.A.R. campus during the last week of summer school and conducted an interview with the principal. In addition, all S.O.A.R. teachers were asked to respond to a questionnaire about the S.O.A.R. program and the balanced literacy approach for teaching reading. Returning S.O.A.R. teachers were asked additional questions concerning improvements to the summer program and their use of the balanced literacy approach during the preceding school year.

QUANTITATIVE DATA

S.O.A.R. BUDGET

Although the budget allocation for the 1999 S.O.A.R. program was $916,806, only $901,514 was spent. This represents almost two times the amount budgeted for S.O.A.R. in 1998 ($487,620). The cost of staff at each campus comprised 48% of the budget and included the principal, a secretary, teachers, a librarian, a parent training specialist, a nurse, monitors, and custodians. Supplies, books, and materials were the next largest expense, using 35% of the budget. Transportation expenses were covered by S.O.A.R. at a cost of $100,000, 11% of the budget. Figure 1 shows the percentages of actual expenditures for S.O.A.R. by category.

Figure 1: 1999 S.O.A.R. Allocations



DEMOGRAPHICS

Students

During 1999, students were served under three funding sources: Title I, tuition, and Optional Extended Year. Seventy-six percent (n=52) of all AISD elementary campuses were represented at S.O.A.R. Students from 31 Title I and 21 non-Title I AISD elementary schools and two private schools participated in the 1999 S.O.A.R. program. Table 4 shows the number of students, by funding source, who attended S.O.A.R. for five or more days in 1999.

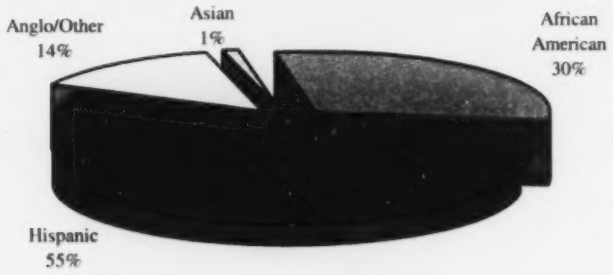
Table 1: Number of Students Served in 1999 S.O.A.R. by Funding Source

Funding Source	# Students Served
Title I (AISD)	1,049
Title I (Private)	3
Optional Extended Year Program	96
Tuition	101
Total	1,249

Of the 1,249 students who attended more than five days, 57% were male and 43% female. The largest percentage of students attending the 1999 S.O.A.R. program will be entering grade 2 in the fall. The grade distribution is as follows: 24% grade 1; 44% grade 2; and 32%

grade 3 students. Forty students returned to S.O.A.R. for the second year. The ethnicity was diverse with 55% Hispanic, 30% African American, 14% Anglo/Other, and 1% Asian. Figure 2 presents the ethnicity for S.O.A.R. students.

Figure 2: Ethnicity for 1999 S.O.A.R. Students



Although the overall demographics of S.O.A.R. indicate diversity, the population of students varied across the campuses. The largest population of Asian students was at Graham (3%), African American students at Norman (51%), Hispanic students at Linder (77%), and Anglo/Other students at Houston (26%). In 1999, reading instruction was offered in English and Spanish; 84% of students received instruction in English and 16% of students received instruction in Spanish.

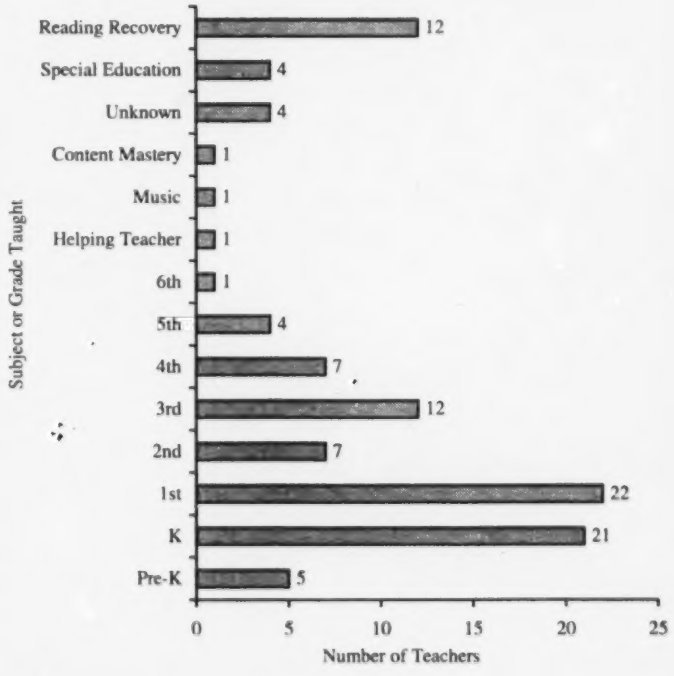
Teachers

In 1999, 102 teachers participated in the S.O.A.R. program. The ethnicity of the teaching staff was 52% Anglo/Other, 18% African American, and 30% Hispanic. Only five of the 102 teachers were male. Nineteen teachers were bilingual certified and eight were ESL certified. Twenty-two teachers, 49% of the 1998 staff, returned to teach in S.O.A.R. in 1999.

During the 1998-99 school year, S.O.A.R. teachers taught at 36 different AISD campuses. Ninety-four percent of the S.O.A.R. teachers taught grades pre-K–5 or reading in 1998-99. Other teachers included a helping teacher, a middle school teacher, an elementary music teacher, and four special education teachers. Figure 3 shows the number of teachers by grade or subject taught during the 1998-99 school year.

The majority (52%) of the S.O.A.R. teachers had five years or less of AISD teaching experience. On average, the teachers had 7.7 years of

Figure 3: Number of Teachers by Grade or Subject



teaching experience with AISD. The breakdown of experience teaching in AISD is as follows:

- 0-5 years – 52%
- 6-10 years – 18%
- 11-20 years – 24%
- 20+ years – 6%

The overall pupil-teacher-ratio was 12 students to each teacher, higher than the 1998 ratio of 9 to 1. A ratio of no more than 18 to 1 was the original program goal.

Attendance

Only students who attended S.O.A.R. for five or more days were included in the attendance analysis. Enrollment for 1999 was 1,249 (compared to 388 students in 1998). An additional 90 students who were recorded as enrolled stayed fewer than five days. The total of 1,339 students includes all those who attended S.O.A.R. sometime during the program. The preregistration enrollment totaled 1,679 students, which indicates that an estimated 20% of the students registered for S.O.A.R. did not attend (compared to 35% in 1998).

According to records from the six campuses, an average daily attendance for the S.O.A.R. program was 1,053 students. The average daily attendance at the S.O.A.R. campuses is as follows: Campbell - 118, Graham - 168, Houston - 295, Linder - 149, Norman - 167, and Pecan Springs - 154. The average number of days each student was in attendance was 16.6. Twenty-three percent (n=285) of the students attended all 20 days of the S.O.A.R. program. To compare this year's attendance with the 19-day program of 1998, 444 (36%) of the 1999 S.O.A.R. students attended 19 or 20 days of the program.

Program Effectiveness

The assessment instrument used in the S.O.A.R. program was the *Developmental Reading Assessment* (DRA). The DRA, used with kindergarten through third-grade students, is administered during a one-on-one conference as children read specially selected assessment texts. The test's procedures incorporate the work of Dr. Marie Clay, including the use of running records.

The DRA assessment texts represent a range of reading difficulty (20 texts from Level A through 44). There are four stages of literacy identified by the DRA – emergent (levels A-2), early (levels 3-10), transitional (levels 12-24), and extending (levels 28-44). The running record is administered as the pre- and posttest to determine reading level.

When interpreting the results of the DRA, it is advisable to take into consideration that the reading records are a somewhat subjective measurement. In addition, some of the teachers who were involved in the S.O.A.R. program for the first time possibly had limited experience with administering the DRA, and the results should be interpreted cautiously.

Increase in Level

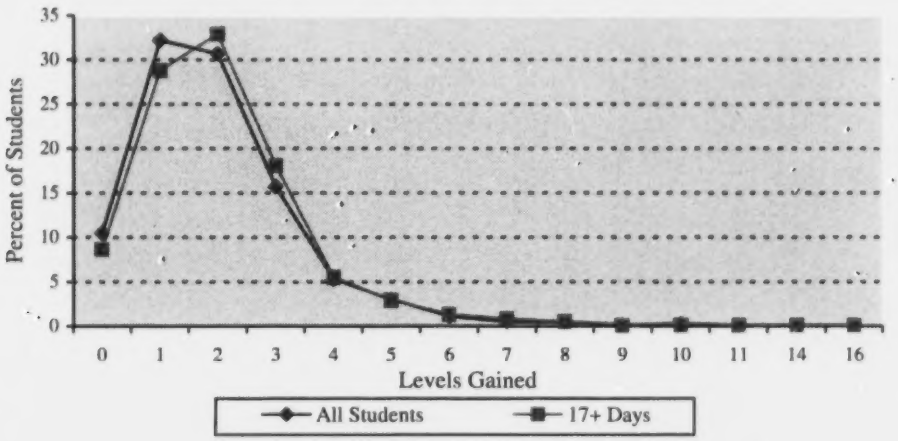
By completing a pretest and posttest with the DRA, it was possible to determine reading improvement during the 20-day program. To determine the effect of attendance on reading gains, the gains for students with 17 or more days in attendance were compared with gains for all students.

During the four-week S.O.A.R. program, 89% of all students with valid pre- and posttest scores (n=1,101) showed reading improvement by advancing one or more levels on the DRA. The average gain in levels for all students with five days of attendance was 2.0, with a range from –2 to +16 levels gained.

Of the 780 students who received a full program of 17-20 days, 91% made gains of one or more level. The average gain in levels for students who attended 17 or more days was 2.1. Because the average attendance rate overall was 16.6 days, the achievement differences between all students and those with at least 17 days of attendance would be expected to be similar.

By examining Figure 4, it can be seen that attending at least 17 days of the S.O.A.R. program had a positive effect on student gains. When gains are compared for the percentage of students with 17+ days in attendance and for all students making gains, the 2 and 3 level gains are higher for students who attended 17+ days. Gains at the 4-10 levels are similar for the two groups.

Figure 4: Number of Levels Gained and the Percent of Students in Each Group for All Students with Valid DRA Pre- and Posttest Scores



The greatest movement occurred at Level A from pretest to posttest. Advancement from the lowest level (A) to a higher level during S.O.A.R. was achieved by 182 students. Of the 206 students who pretested at Level A, only 24 (2%) remained at this level at the end of S.O.A.R. Many of the Level A students were reported by teachers as being below Level A (i.e., having limited letter knowledge and phonemic awareness) at the pretest.

Increase in Stages

Because there are only four stages of literacy versus 20 levels of reading difficulty identified on the DRA, it is more difficult to advance from one stage to another than it is to move from one level to another, especially if the student started at the lowest level in a given stage. Overall, 364 students (33% of those who attended S.O.A.R.) advanced one or more stages. The majority of students, however, made no advancement to the next stage of literacy as measured by the DRA. A higher percentage of students who attended 17 or more days made a gain in stage

than did all students attending S.O.A.R. Figure 5 shows the percentage of all students and those that attended 17 days or more of S.O.A.R. who gained 0-2 stages on the DRA.

Figure 5: Percent of All Students and Students with 17+ Days in Attendance That Made Gains of 0-2 Stages on the DRA

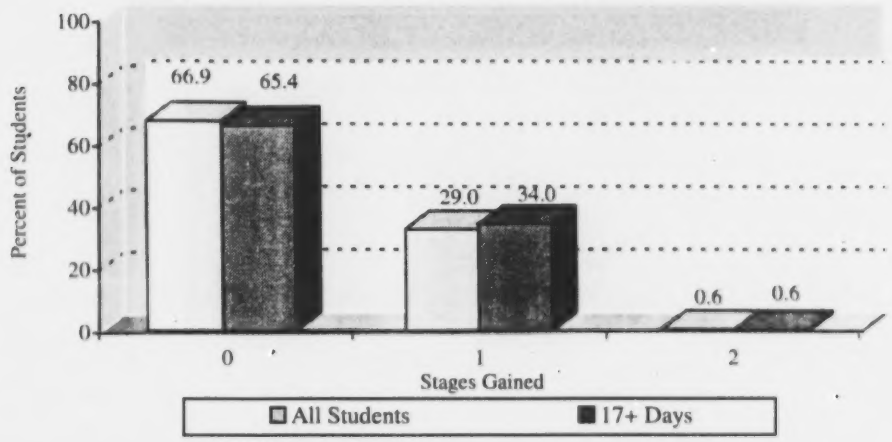
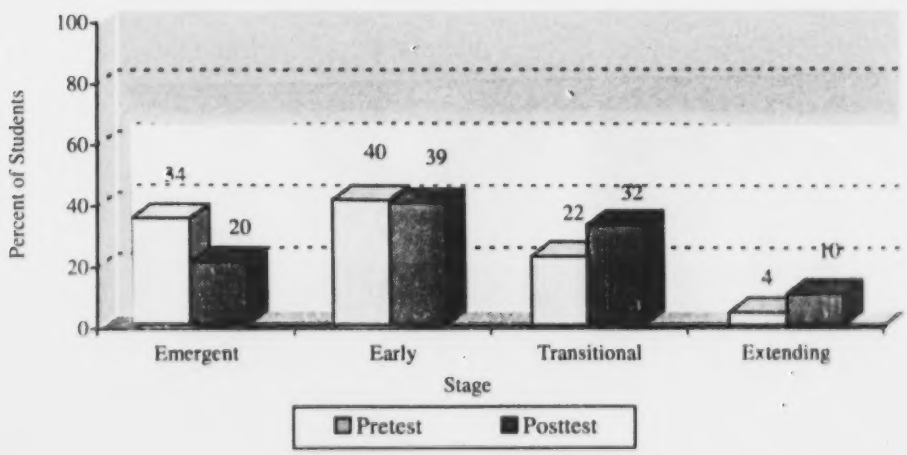


Figure 6 shows the pretest and posttest percents of all students at each stage. The graph shows that the percentage of students at the two lowest stages (emergent and early) decreased from pretest to posttest, while the percentage of students at the two highest stages (transitional and extending) increased from pretest to posttest, which is evidence of reading gains for S.O.A.R.

Figure 6: Percent of All Students at Each Pretest and Posttest Stage, 1999 S.O.A.R.



Further analysis of the reading assessment data for all students with valid pre- and posttest scores reveals the following information:

- Nineteen percent (n=145) of the students who began at or below the emergent stage remained at the emergent stage. Ninety-seven of the 107 students who began at the lowest level (A) advanced to a higher level within the emergent stage or into the early stage of reading.
- Of the 283 students who posttested in the early stage of reading, 243 (86%) began in the early stage and 40 (14%) advanced from the emergent stage.
- Of the 269 students who posttested in the transitional stage of reading, 143 (53%) began in the transitional stage and 126 (47%) advanced from the early stage.
- Of the 71 students who posttested in the extending stage of reading, 27 (38%) began in the extending stage, 5 (7%) advanced from the early stage, and 39 (55%) advanced from the transitional stage of reading.

Achievement by Grade

Student grade placement was based on the fall 1999 grade level. When scores were examined by grade, it could be seen that grade 2 had the greatest mean gain in level and in stage. All students, both English and Spanish, with pre- and posttest scores were included in this comparison. The mean gain in levels was 2.2 for grade 2, compared with 1.4 for grade 1 and 2.0 for grade 3. The mean gain in stages was 0.4 for grade 2 and 0.3 for both grades 1 and 3. Table 2 shows the minimum, maximum, and mean gains for DRA levels and stages by grade for all students with valid pre- and posttest scores.

Table 2: Minimum, Maximum, and Mean Gains for DRA Levels and Stages by Grade for All Students with Valid DRA Pre- and Posttest Scores

Grade	Number	Minimum Gain Level	Maximum Gain Level	Mean Gain Level	Minimum Gain Stage	Maximum Gain Stage	Mean Gain Stage
1	255	0	4.0	1.4	0	1.0	.3
2	487	0	9.0	2.0	0	2.0	.4
3	359	-2.0	16.0	2.2	0	2.0	.3

Achievement by Language

Spanish instruction for reading was initiated for S.O.A.R. in 1999. The DRA kit was purchased for Spanish reading assessment in 1999 and bilingual teachers were trained with this version. There were no Spanish S.O.A.R. classes for upcoming first grade students, 10 classes for grade 2, and 9 classes for grade 3.

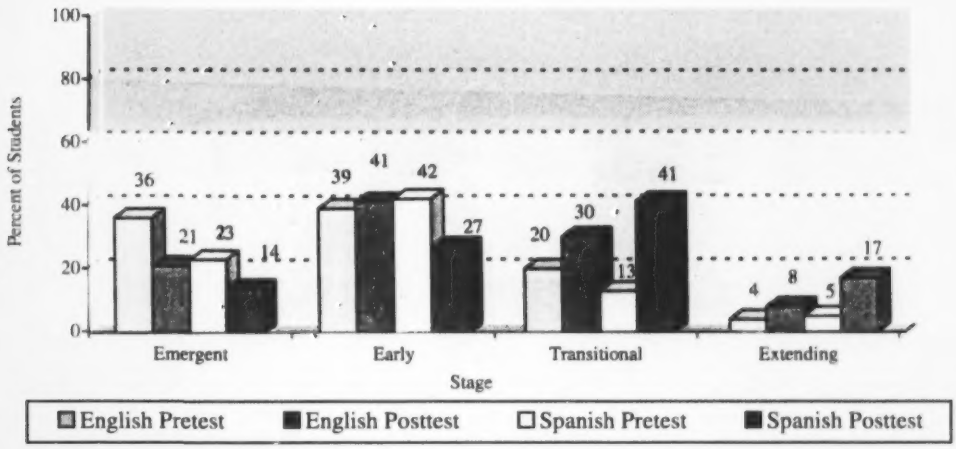
The mean gain level for Spanish was 2.6 compared to 1.9 for English. This might partially be explained by the fact that there were no grade 1 Spanish students, and grade 1 students overall had the lowest mean gain of all students. Table 3 shows the minimum, maximum, and mean gains by language on the DRA.

Table 3: Minimum, Maximum, and Mean Gains for DRA Levels and Stages by Language for All Students with Valid DRA Pre- and Posttest Scores

Language	Number	Minimum Gain Level	Maximum Gain Level	Mean Gain Level	Minimum Gain Stage	Maximum Gain Stage	Mean Gain Stage
English	922	-2.0	10.0	1.9	0	2.0	0.3
Spanish	179	0	16.0	2.6	0	2.0	0.4

Figure 7 shows the percent of English and Spanish students at each stage at pretest and posttest. As was the case with S.O.A.R. students overall, the percentage of Spanish students at the two lowest stages (emergent and early) decreased from pretest to posttest, while the percentage of students at the two highest stages (transitional and extending) increased from pretest to posttest. The increases were greater for the Spanish-speaking students than they were for the English-speaking students (28% versus 10% gain, respectively, at the transitional stage and 12% versus 4% gain, respectively, at the extending stage).

Figure 7: 1999 English and Spanish Pre- and Posttest Comparisons



Achievement by Funding Source

Prior to the beginning of the summer program, the district was informed that students from different funding sources would need to be placed in separate classrooms. It was decided that tuition and OEY students would attend two of the six sites. One south location (Houston) and one north location (Norman) were selected to serve students from all three funding sources. Because of this separation by funding source, the number of students in each type of class varied. The Title I classes averaged a pupil-teacher ratio of 12:1, OEY classes averaged 14:1, and tuition classes averaged 21:1. Teachers of the tuition students expressed some concern that their students were not getting as great a benefit from S.O.A.R. as other students because of the large class sizes. Table 4 shows the gains in level and stage for each of the funding sources. Title I students made the greatest gains and tuition students the smallest gains. This difference may be a

result of inconsistent class sizes across the funding sources, with more individualized instruction in the smaller Title I-funded classes.

Table 4: Minimum, Maximum, and Mean Gains for DRA Levels and Stages by Funding Source for All Students with Valid DRA Pre- and Posttest Scores

Funding Source	Number	Minimum Gain Level	Maximum Gain Level	Mean Gain Level	Minimum Gain Stage	Maximum Gain Stage	Mean Gain Stage
OEY	78	0	7.0	1.9	0	1.0	0.4
Title I	929	-2.0	16.0	2.0	0	2.0	0.3
Tuition	94	0	3.0	1.5	0	1.0	0.2

1998 and 1999 Mean Gain Comparisons

Even though the 1999 S.O.A.R. program served three times as many students at twice as many campuses, the achievement gains as reported on the DRA are very similar for the two years. In 1998, 85% of all students showed gains and, in 1999, 89% of all students showed gains. For students who attended 17 or more days, a gain was achieved by 89% of students in 1998 and 91% of students in 1999. The mean gain for all students was 1.9 in 1998 and 2.0 in 1999. Table 5 shows the mean gain by level and stage for 1998 and 1999 for all students and for students who attended 17 or more days.

Table 5: Mean Gain and Stage Levels by Attendance, 1998 and 1999

	Mean Gain Level	Mean Stage Level
1998		
All Students	1.9	0.32
17+ Students	2.0	0.35
1999		
All Students	2.0	0.34
17+ Students	2.1	0.35

QUALITATIVE DATA

Qualitative information is important to this evaluation because new approaches to reading were implemented in this summer school program. Teachers and principals who worked with the balanced literacy framework were thought to have valuable information to share. This section will include information obtained from the teacher survey, mentor teacher survey, principal interviews, and the S.O.A.R. project director interview. Second year S.O.A.R. teachers were asked to give feedback based on two years of experience with the summer reading program.

TEACHER SURVEY

Teachers at each of the S.O.A.R. sites were invited to respond to a multiple-choice survey about the S.O.A.R. program and the balanced literacy approach to teaching reading. Ninety (88%) teachers responded to the survey. In general, teachers were very positive about the program. The survey question with the strongest overall agreement showed the teachers' willingness to use the strategies learned from the program when they return to their regular campuses. The survey item with the weakest support was that the instructional materials were appropriate to meet the needs of all students. Table 6 shows the mean responses to the teacher survey by campus and across the six campuses.

Table 6: Mean Responses to S.O.A.R. Teacher Survey by Campus and Across Campuses

Survey Questions	Campbell (n=11)	Graham (n=14)	Houston (n=24)	Linder (n=13)	Norman (n=17)	Pecan Springs (n=11)	All (n=90)
The training sessions I attended adequately prepared me to teach in the S.O.A.R. program.	3.7	3.9	3.9	3.9	2.9	3.0	3.6
I received enough information during training to feel confident that I administered the *Developmental Reading Assessment* (DRA) correctly in my classroom.	3.8	3.9	4.0	4.0	3.6	3.7	3.9
I feel that the DRA was a good instrument to measure student growth during the S.O.A.R. program.	4.5	4.1	3.9	4.2	4.5	4.2	4.2
The daily schedule contained an adequate mix of activities to keep all students engaged academically throughout the day.	4.5	4.5	3.8	4.3	4.4	3.7	4.2
S.O.A.R. instructional materials were appropriate to meet the needs of all students.	3.4	3.4	2.9	3.3	3.5	2.9	3.2
I plan to use instructional strategies learned during S.O.A.R. in my regular classroom next year.	4.6	4.9	4.4	4.6	4.6	4.6	4.6
The assistance I received from S.O.A.R. support staff was helpful in meeting the needs of below-grade-level readers.	4.5	4.5	3.9	4.6	4.1	4.5	4.2

Note: Scale is as follows: 5=Strongly Agree; 4= Agree; 3=Unsure; 2=Disagree; and 1=Strongly Disagree

TEACHER COMMENTS

All S.O.A.R. teachers were asked to respond to questions about the training, daily schedule, materials, assessment, and support. Second year S.O.A.R. teachers were asked to elaborate on the organization and operation of this year's program, the training by grade level, instructional strategies learned, the mentor teacher model, strengths of the program compared to 1998, and improvements that could be made for S.O.A.R. 2000. Twenty of the 22 returning S.O.A.R. teachers responded to the survey. Although teacher interviews were not part of the 1999 evaluation, many first year S.O.A.R. teachers made comments on their surveys. Teacher comments are summarized in the following paragraphs. Copies of the interview and survey instruments are included in Appendix A.

Training /Preparation

The 1999 S.O.A.R. training was organized by grade level at three campuses with grade 1 teachers at Houston, grade 2 teachers at Graham, and grade 3 teachers at Campbell. Training was led by two mentor teachers at each site. This design was the result of the 1998 teacher comments suggesting that training would be more helpful if it was presented by grade level.

While teachers generally agreed that the grade-level approach to training was helpful, many of the teachers were frustrated that information presented by the mentor teachers was not consistent across grade levels. Many teachers stated that clear expectations needed to be shared about the components of the program, especially centers. A teacher who taught last year believes that the 1998 training was stronger for several reasons: the perspectives of six instructors last year were more informative than the perspectives of two instructors this year (last year's trainers were the language arts coordinator, the curriculum specialist, three Reading Recovery teachers, and a consultant for Celebration Press, publisher of the DRA; an actual classroom was set up for viewing; and more instructional strategies were presented last year. Another second year teacher felt that she would not have been prepared after this year's training if she had not taught S.O.A.R. in 1998.

The length of the training and preparation was also a concern. The 1998 training and preparation time included two days of training and one day in the classrooms, with a weekend in between before students arrived on Monday. This year, two days were scheduled for training and preparation time, with students arriving on the third day. Some teachers said that they had only two hours to get their rooms set up. Most teachers volunteered many hours of their own time to be ready for the next day. The term *"rushed"* was mentioned often by teachers describing the preparation time.

Teachers were at different levels of understanding about balanced literacy and the DRA. Some teachers (e.g., Reading Recovery) who were already trained in running records felt that their time would have been better spent in their classes than in a repeat of the DRA training.

Materials

Each grade level at the S.O.A.R. campuses was provided reading materials to share. Each teacher also received consumable supplies to use in the classroom. Mentor teachers assigned reading levels to books based on Reading Recovery criteria. The reading levels for

Guided Reading, DRA, and Reading Recovery comparisons are presented by grade level in the chart in Appendix B.

Most of the comments about supplies and books were positive. One teacher said, *"Good program; great leadership; materials were wonderful."* Teachers from campuses that had more Spanish-speaking students or had large classes, however, did express some needs for additional materials. For a complete list of S.O.A.R. materials, see Appendix C.

With an ample supply of books at each of the grade levels, the area of need seems to be more low-level books and readiness materials. Each classroom contained students at a variety of reading levels, requiring teachers to borrow materials across grade levels. Some of the schools solved this difficulty by setting up a central literacy library where all the books were placed and teachers would check out books that met the instructional needs of their students.

More hands-on materials for centers were also requested. In particular, some of the teachers of large classes said that they did not have enough materials for centers to keep all of the students engaged.

A source of frustration for many teachers was that not everything they would need was readily available at the school. Tape was provided, but no tape dispenser; staples, but no stapler; lots of big books, but no easels. Many teachers suggested that a list needs to be developed that indicates what AISD will provide and what teachers might need to bring to S.O.A.R. from their own classrooms.

Some teachers commented that the host school needs to cooperate with the S.O.A.R. program to make this summer experience positive for students and teachers. Access to a copier, laminator, and library books is important to a successful program, according to these teachers.

The bilingual reading instruction was added in 1999, which required the purchase of Spanish reading materials. Before this purchase was made, Terry Ross asked for assistance from the bilingual staff. Some of the materials did not arrive before S.O.A.R. began, and bilingual teachers had to teach without big books and take-home decodable books or enough low-level books. One teacher said, *"We need more Spanish materials. However, I appreciate the effort to gather as much material as possible once it was realized that each campus needed more."*

Daily Schedule

The daily schedule for S.O.A.R. was academically challenging – 3 1/2 hours with no breaks. A 15-minute DEAR (*Drop Everything And Read*) session was added at the beginning of each day. Students read on their own during this time. One teacher thought that this was *"unrealistic for a student just out of kindergarten."* A few teachers believe that students need some time to unwind. (See Appendix D for a copy of the daily schedule.)

The survey respondents overwhelmingly believe that, according to one teacher, *"The focus on literacy is great for these students to be immersed all morning long."* Another teacher said that, *"By changing activities often, children are prevented from acting out."*

Assessment

The *Developmental Reading Assessment* (DRA) was used as a pre- and posttest for the summer program. Teacher training with the assessment was provided by the mentor teachers. The conference format for administering the DRA is included in Appendix E.

Most AISD elementary schools will be using the DRA during the 1999-2000 school year. Because teachers from the 1998 S.O.A.R. program, Reading Recovery teachers, and many other district teachers were already skilled with taking running records, the DRA training was not as beneficial to as many teachers this year as it was last year, according to one second-year teacher.

Also, some concern was expressed about the ability to show growth at the lower levels using this assessment tool. One teacher stated that, *"Students do progress even if the DRA does not show it."*

Mentor Teacher Model

S.O.A.R. teachers expressed great appreciation for the mentor teachers. The mentor teacher was available to teachers daily on campus to provide materials and ideas for the literacy learning. Teachers said they *"felt very supported"* by this model.

Daily debriefing with the mentor teachers was helpful according to survey respondents. Teachers would share ideas, ask questions, and get immediate feedback. Some of the duties that the mentor teachers indicated were part of their role included the following:

- support school personnel;
- provide workshops on components of balanced literacy;
- assist teachers in their classrooms and after school;
- provide technical assistance to teachers in classrooms;
- observe teachers and offer feedback;
- co-teach when appropriate;
- conduct daily debriefing for principal and teachers;
- help teachers complete assessments.

When asked which model (i.e., the curriculum specialist or the mentor teacher) they prefer, most second year teachers selected the mentor teacher model because they believe it is more personal, less intimidating, and the feedback is ongoing. However, the second year teachers expressed a concern that the training provided under this model was not as strong and consistent as it was under the curriculum specialist model.

Strengths of the 1999 Program

Teachers said that they would use the skills learned in the S.O.A.R. program when they return to their regular classroom. As one teacher stated, *"Experience has taken me to another level of understanding due to the fact that I practiced it for 20 days."*

Second year S.O.A.R. teachers were asked to list the strengths of the 1999 S.O.A.R. program as compared with the 1998 program. The following is a summary of the strengths they cited:

- parental involvement;
- grade-level training;
- good teachers (especially several Reading Recovery teachers);
- experience of individuals who had worked during the 1998 S.O.A.R. program;
- fewer transportation problems;
- experienced S.O.A.R. principal (at Norman);
- Spanish component;

- mentor teacher model; and
- more students served.

Mentor teachers were also asked to indicate what they viewed to be the strengths of the S.O.A.R. program and they added the following:

- wealth of materials;
- desire for consistency in the program;
- outstanding organization, preparation, and leadership;
- student gains in reading;
- daily reading practice; and
- leveled books.

Although there was not a specific question about class size, this topic was frequently mentioned on the teacher survey. The average class size this year was 12:1, but many of the tuition classes contained 20 or more students. One teacher who had a class of 21 tuition students stated that, *"Tuition children did not receive equal treatment."* Most teachers believe that the small class size is what makes this program work for below-grade-level students in a 4-week summer session.

Suggestions for Improving the Summer Reading Program

According to one teacher, *"Although this is a young program (2 years old), I think it is a good one with a lot of potential. Already, I think it is valuable to many of the children involved. It can only get better with time and effort."* The following suggestions for future programs were made by second year teachers:

- consistent training with specific suggestions for classroom management;
- clear expectations for teachers;
- more low-level books;
- more bilingual books and materials;
- take-home books on the student's instructional level;
- small class size;
- consistent guidelines across all S.O.A.R. sites (e.g., library use, attendance, use of support staff);
- more preparation time (one full day);
- more consistent identification of students for S.O.A.R.; and
- additional supplies (e. g., glue, sentence strips, stapler, easels, tape dispensers).

Mentor teachers were also asked to suggest improvements in the program for next year and they added the following:

- Locate the bilingual program on one campus with a bilingual mentor teacher.
- Increase principal involvement in classroom and debriefing sessions.
- Schedule periodic meetings for the mentor teachers to discuss training and classroom observations.
- Produce a video of AISD classrooms where balanced literacy is implemented.
- Have more specific curriculum training instead of an overview of balanced literacy.
- Require accurate student information from home campuses.

PRINCIPAL INTERVIEWS

The Title I evaluation staff interviewed the principals during site visits that were conducted at the S.O.A.R. campuses. Many of the comments and suggestions cited by the teachers were also mentioned by the principals. A summary of the results of the principal interviews follows. Also included in this section are comments by the S.O.A.R. project director concerning suggestions for future summer programs.

Training and Preparation

In general, the site principals felt that the teachers could have used one full day to set up their classrooms, instead of the half day that was provided in the training schedule. Several principals commented that the ideal situation would have been for the site principal and the mentor teacher to have an opportunity to view the classrooms before the students arrived to ensure that centers, etc. were properly set up. Also, the principals noted that they would have appreciated additional time to distribute materials to classrooms.

When asked about the balanced literacy training that was provided to teachers, the principals commented that teachers who had previously taught in S.O.A.R. had an advantage. As one principal noted, the amount of material that was presented in the training sessions was *"too overwhelming"* for teachers new to the program. Several principals observed that the bilingual teachers needed more training in the balanced literacy model and how it would work in their classrooms. Also, some concern was expressed that presenters differed in the information they provided to teachers, and it would have been helpful to have campus-level training as opposed to grade-specific sessions to ensure that all teachers heard the same instructions regarding how their classrooms should be set up.

Just as was the case during the 1998 S.O.A.R. program, preregistration did not provide principals with a good estimate of the number of students they would be serving at their campuses. Several of the principals felt that problems with bus schedules contributed to the lower attendance figures. One principal suggested that student recruitment could be improved by clearer communication with the home campuses, and recommended that S.O.A.R. principals make presentations to the campuses assigned to their site.

Daily Operations

When asked about the logistics of running the summer program, the principals' main concern was transportation. In several cases the issue was that students were unfamiliar with riding buses, and they and their parents needed to adjust to the schedule. Other principals commented that parents were not informed when bus schedules were altered, and students might have been lost to the program because of these transportation issues. Also, for the OEY and tuition students, the bus routes were longer and more discipline problems were reported on these buses. One principal suggested that either a trial run should be made prior to the program's start date or a staff person ride the bus on the first day of class to check problems with the posted schedule.

According to the principals, teachers and students adapted well to the S.O.A.R. daily schedule. Although one principal felt that the students needed a break during the morning, another principal commented that the schedule allows for movement in the classroom (primarily

between centers) so students are not expected to sit for long periods during the day. Other principals commented that using the library broke up the day for the students.

When asked about discipline problems, several principals noted that the problems they encountered, although few in number, likely were issues that existed during the school year and were not directly related to the S.O.A.R. program. One principal suggested that the discipline problems stemmed from the students' lack of familiarity with working in centers. In general, the principals would have appreciated clear, detailed information from the home schools about the students enrolled in the summer program, especially regarding potential special education issues.

All of the principals reported that the parent training specialists worked on attendance, making calls to parents when students were absent. In general, attendance did not appear to be a problem this summer, although one principal noted that several students were *"lost"* to the Optional Extended Year program when it started on her campus because the schedule was more appealing to the parents. Another principal made use of a weekly newsletter to parents that stressed the importance of attendance.

Because bilingual classes were added to the S.O.A.R. program this year, principals were asked for their impressions about this innovation. All of the principals indicated that bilingual classes were a welcome addition to the program. One principal commented that the bilingual students seemed to have higher attendance rates, and another noted that the bilingual classes made *"lots of gains"* during the program. However, general concern was expressed about the materials that were provided for the Spanish classes, and several principals commented that the students were not identified correctly as needing Spanish instruction.

Materials

As noted above, the greatest concern about materials seemed to center around the availability of adequate materials for the Spanish-language classes. With one exception, the principals indicated that additional Spanish material would have been helpful at their campuses. In particular, big books and audiotapes were lacking in the Spanish classrooms, and additional materials for the centers would have been helpful. In general, the principals felt that more materials were needed for lower level students in both English and Spanish. One principal reported that teachers set up a literacy library at the school to share materials across the grades to address the wide variety of instructional levels present in some classrooms.

Principals reported that the office supplies provided for S.O.A.R. were adequate. However, one principal suggested that butcher paper be added to the supplies list. Also, another principal reported that teachers needed to bring some materials from their regular classrooms (e.g. tape dispensers and wipe-off boards) and it would have been helpful for the teachers to have been told this when they signed up to teach in the program.

Support Staff/Activities

Each S.O.A.R. site was assigned a parent training specialist, a mentor teacher, a nurse, a librarian, one secretary, and classroom monitors/teacher aides to assist with the summer program. The biggest change in the support staff from the previous summer involved the inclusion of a mentor teacher at each campus. Based on comments during the site visits, it appeared that the exact role of the mentor teachers was not clear to the principals. Although the principals

reported that the mentor teachers served as instructional resources, it was also apparent that they were used in additional capacities. Principals reported that the mentor teachers were used to transport students to the cafeteria if needed, helped the teachers locate supplies/materials, and organized curricular materials. However, the primary role of the mentor teachers was to support the classroom teachers instructionally. The mentor teachers modeled lessons, led discussions during debriefing sessions, and provided feedback to teachers based on classroom observations.

The librarians also provided valuable support to the teachers, according to the principals. In all cases, the librarians worked with the classroom teachers to enhance the students' learning experiences. Classes were scheduled to use the library at specific times during the week, ensuring that all students had the opportunity to make use of the facility. Most of the librarians allowed students to check out books to the classrooms, although they were not allowed to take the books home. One principal reported that the librarian, with the assistance of a university student intern, leveled books in the library around themes that the teachers could carry over into their classrooms. Also, one principal reported that the librarian provided information to parents about the Austin Public Library summer reading program and about a reading promotion at a local bookstore.

When asked specifically about parental involvement with S.O.A.R, all of the principals reported that the parent training specialist was a valuable asset to the program. Student attendance was monitored with the assistance of the parent training specialists. All of the principals indicated that successful parent meetings had been conducted at each site. Also, parents from each of the S.O.A.R. campuses participated in a meeting at the Family Resource Center at Allan Elementary School. Newsletters were sent to the parents in both Spanish and English to keep them informed about the summer program. Also, several of the principals noted that parents came to the school to eat lunch with their children, and one principal commented that she was *"delighted that the parents are so supportive of this program."*

Optional Extended Year and Tuition Classes

The principals at the two campuses that hosted Optional Extended Year and tuition classes were asked for feedback on this aspect of the S.O.A.R. program. Both principals commented that parents expressed some concerns, feeling that their children were being *"penalized"* in some way because their classes were larger and their bus rides were longer than they were for other students. One principal commented that there was little support from central administration for the OEY program, and it was difficult to get questions answered. Also, one principal noted the disparity in average class size across the three funding sources, with tuition students having the largest classes.

Suggestions for Improving Summer Reading Program

When asked to summarize the strengths of the S.O.A.R. program, the principals indicated that the program design was a major asset. Several of the principals noted that the program builds student self-esteem through the small class size and individualized attention. Other principals highlighted the professional development provided to the teachers as a program strength. According to one principal, *"the staff is small enough that a bond is created."* Other

principals commented that the teachers share ideas and peer coach, all of which is encouraged by the structure of the S.O.A.R. program.

In terms of improvements to the program for next year, all principals agreed that teachers should be allowed a full day to set up their classrooms before the students arrived. Other comments centered on the need for complete information from home schools; more materials available for all instructional levels; and additional contract days for principals, the parent training specialists, and secretaries to get the program set up at the campuses. Also, in terms of teacher training, several principals indicated that more modeling would be desirable, and that the training should be conducted in a central location so that all teachers would hear the same message from the trainers.

Project Director Comments

Terry Ross, the AISD administrative supervisor for language arts K-12, was the director of S.O.A.R. for the second year. She is largely responsible for the structure of the summer reading program and has useful suggestions to improve the program for next year.

Ms. Ross reported that the desired structure for 1999 S.O.A.R. was for the principal and mentor teacher at each campus to implement the program, with the assistance of Kathryn Stone, logistics coordinator for S.O.A.R.. Ms. Ross felt that the mentor teachers were a plus even though the model was not as strong as originally envisioned. According to Ms. Ross, the consistent implementation of the curriculum is of primary importance, and it is imperative that principals and mentor teachers be instructional leaders at the campus.

When asked about the training this year, Ms. Ross stated that teacher surveys and comments indicated that it was not as strong as the 1998 training had been. The grade level approach was not as important to teachers as consistency and modeling from presenters. In addition, there is a possibility that the district will hire a full-time summer programs supervisor who could coordinate S.O.A.R. next year.

The bilingual classes were a positive addition to the program this year, according to Ms. Ross. However, next year she hopes to involve the bilingual team in more of the planning and decision making. After this year's experience, Ms. Ross has a good indication of what materials need to be available next summer.

In 2000, students will register earlier than they did this year, transportation will need to improve, and the Optional Extended Year Program will need to be separated from the S.O.A.R. program, according to Ms. Ross. The larger class sizes for students who were tuition or OEY students created inequities this year that were the result of the state requirement to separate students by funding source. In support of the program, Ms Ross says that *"S.O.A.R. has two objectives: 1) kids, and 2) teacher training. I think it accomplishes both."*

Summary

The 1999 S.O.A.R. program offered a balanced literacy approach to reading to 1,249 students, approximately three times the number of students served in 1998. The number of S.O.A.R. campuses increased from three in 1998 to six in 1999. This year, students from 52 AISD elementary schools (31 Title I and 21 non-Title I) and two private schools participated in the program. The ethnicity was diverse, with 55% Hispanic, 30% African American, 14%

Anglo/Other, and 1% Asian students. One hundred and two teachers from 36 AISD campuses taught in this balanced literacy program. Following are specific findings related to various aspects of the S.O.A.R. program.

Attendance

- The average daily attendance for the S.O.A.R. program was 1,053 students.
- The average number of days each student was in attendance was 16.6. Twenty-three percent of students attended all 20 days of the program. Thirty-six percent attended either 19 (the length of the 1998 program) or 20 days.
- The preregistration enrollment totaled 1,679 students, which indicated that an estimated 20% of the students who registered for S.O.A.R. did not attend.

Assessment

The DRA uses specially selected assessment texts that represent a range of difficulty (20 texts from Level A through 44). A running record is administered as the pre- and posttest to determine reading level. Analysis of the test scores revealed the following:

- During the four-week program, 89% of all students with valid pre- and posttest scores (n=780) showed improvement by advancing one or more reading levels on the DRA.
- Only 145 (19%) remained at the emergent level. Ninety-seven of the 107 students who began at the lowest level (A) advanced to a higher level within the emergent stage of reading.
- Of the 283 students who posttested in the early stage of reading, 243 (86%) began in the early stage and 40 (14%) advanced from the emergent stage.
- Of the 269 students who posttested in the transitional stage of reading, 143 (53%) began in the transitional stage and 126 (47%) had advanced from the early stage.
- Of the 71 students who posttested in the extending stage of reading, 27 (38%) began in the extending stage of reading, 5 (7%) advanced from the early stage, and 39 (55%) advanced from the transitional reading stage.
- Attending at least 17 days of the S.O.A.R. program appeared to have a positive effect on student gains. When looking at all students regardless of the number of days in attendance, the average gain in level was 2.0, compared with an average gain of 2.1 levels for students who attended at least 17 days. A similar pattern was seen in terms of the average stage gains. However, because the average attendance rate overall was 16.6 days, the achievement gains for all students and for those with at least 17 days of attendance would be expected to be similar.
- When scores were examined by grade, students at grade 2 showed the greatest mean gain in both level and stage.
- Eighty-four Spanish-speaking students were instructed in Spanish. The mean gain level for Spanish-speaking students was 2.6, compared to 1.9 for English-speaking students.
- Overall, there was a decreasing number of students in the emergent and early stages and an increasing number of students in the transitional and extending stages.

- Achievement by funding source indicates that Title I students achieved the largest mean gain level (2.0) and tuition students had the lowest mean gain of 1.5.
- Gains were similar for students attending the 1998 and 1999 S.O.A.R. programs. In 1998, 85% of all students made gains compared to 89% of all students in 1999. For students who attended 17 or more days, a gain was achieved by 89% of students in 1998 and 91% of students in 1999. The mean gain for all students was 1.9 in 1998 and 2.0 in 1999.

Surveys and Interviews

Teachers were asked to respond to a survey about the S.O.A.R. program. The principal of each campus and the program director were interviewed. An analysis of the interview and survey data revealed the following:

- Teachers expressed strong support for the balanced literacy approach to reading and indicated their willingness to use the strategies learned from the program when they return to their regular campuses.
- The training provided by the mentor teachers by grade levels was not as strong as the 1998 training where all teachers were trained by the same presenters, according to second year S.O.A.R. teachers.
- The mentor teacher model was overwhelming supported by new and second year teachers as well as principals. Principals agreed that there should be a clearer role for the mentor teacher. The program director would like to see the mentor teacher and principal become more involved in implementing the program.
- The teachers were generally pleased with the amount and quality of materials available to them for teaching reading. However, some first-grade teachers said that there were not enough materials to promote phonemic awareness skills for non-readers.

RECOMMENDATIONS

As a result of reviewing the evaluation findings, these recommendations concerning the S.O.A.R. program are offered for consideration:

- Continue S.O.A.R. next summer, and incorporate elements of the balanced literacy approach into regular classroom teaching throughout the year.
- Maintain a low teacher-pupil ratio for the summer classes.
- Require detailed information (e.g., LEP status, special education status, behavior or discipline issues) from the home school about students recommended for S.O.A.R.
- Purchase additional materials that better meet the needs of pre-reading students.
- Expand and improve the bilingual program by involving the bilingual team in planning, providing training specifically for bilingual teachers, hiring a bilingual mentor teacher, and purchasing more Spanish materials and books.
- Continue to emphasize balanced literacy by offering professional development for teachers throughout the school year.
- Recruit teachers for the summer program who have experience with balanced literacy.

- Recruit principals who are knowledgeable about balanced literacy.
- Improve the mentor teacher model.
- Strengthen the training for first time S.O.A.R. teachers and allow experienced teachers more flexibility with DRA training. Include more modeling in the training.
- Allow teachers one full day to set up their classrooms and become familiar with the materials.
- Add additional contract days for principals and support staff to prepare for a successful program.
- Continue to monitor achievement in future summer programs.
- Register students earlier to enable communication with parents about bus routes and schedules.
- Explore other means to offer a balanced literacy summer reading program to Optional Extended Year students and to tuition students.
- Inform teachers of items that are furnished by S.O.A.R. and items they may want to bring with them from their home school.

APPENDICES

Appendix A: Survey and Interview Instruments

1999 S.O.A.R. Teacher Survey

1. The training sessions I attended adequately prepared me to teach in the S.O.A.R. program.

   a) Strongly Agree
   b) Agree
   c) Unsure
   d) Disagree
   e) Strongly Disagree

2. I received enough information during training to feel confident that I administered the Developmental Reading Assessment (DRA) correctly in my classroom.

   a) Strongly Agree
   b) Agree
   c) Unsure
   d) Disagree
   e) Strongly Disagree

3. I feel that the DRA was a good instrument to measure student growth during the S.O.A.R. program.

   a) Strongly Agree
   b) Agree
   c) Unsure
   d) Disagree
   e) Strongly Disagree

4. The daily schedule contained an adequate mix of activities to keep all students engaged academically throughout the day.

   a) Strongly Agree
   b) Agree
   c) Unsure
   d) Disagree
   e) Strongly Disagree

5. S.O.A.R. instructional materials were appropriate to meet the needs of all students.

   a) Strongly Agree
   b) Agree
   c) Unsure
   d) Disagree
   e) Strongly Disagree

6. I plan to use instructional strategies learned during S.O.A.R. in my regular classroom next year.

   a) Strongly Agree
   b) Agree
   c) Unsure
   d) Disagree
   e) Strongly Disagree

7. The assistance I received from S.O.A.R. support staff was helpful in meeting the needs of below-grade-level readers.

   a) Strongly Agree
   b) Agree
   c) Unsure
   d) Disagree
   e) Strongly Disagree

SECOND YEAR S.O.A.R. TEACHER SURVEY

1. How did the organization and operation of this year's S.O.A.R. program compare with the 1998 summer program?

2. Was the training by grade level more informative than last year's training? Was it helpful to see instructional materials during training?

3. Did you use instructional strategies learned in last year's S.O.A.R. in your classroom this past year? If so, please elaborate.

4. Do you prefer the curriculum specialist model (1998 S.O.A.R.) or the mentor teacher model (1999)? Why?

5. What were the strengths of this year's S.O.A.R. program (as compared to last year)?

6. How could the S.O.A.R. program be improved in 1999-2000?

MENTOR TEACHER SURVEY

1. Please explain your role as mentor teacher for S.O.A.R. Are there any ways the role of mentor teacher should be changed in future summer programs?

2. Was training and preparation time for S.O.A.R. teachers and support staff adequate?

3. What were your impressions about the addition of a bilingual component to the S.O.A.R. program (e.g., preparation of teachers, balanced literacy for bilingual students, appropriate and plentiful materials)?

4. What were the strengths of this year's S.O.A.R. program?

5. How could the S.O.A.R. program be improved in 1999-2000?

S.O.A.R. Principal Interview

1. Do you feel that there was adequate planning and preparation time for yourself and your teachers before summer school began?

2. Did the logistics of breakfast, buses, and lunch work well at your school?

3. Did teachers and students adapt well to the schedule? Were there student discipline problems?

4. Was pre-registration a good indicator of the number of students participating in the program?

5. Were there enough materials for all the classrooms? (Spanish and English)

6. Do you feel that teachers were adequately trained for the balanced literacy approach and the DRA?

7. What was the role of the mentor teacher?

8. How did your campus use the librarian's services?

9. How did you involve parents with the summer program? What were the duties of the PTS at your campus?

10. Were there problems with attendance? If so, how did you address the problems?

11. What were your impressions about the addition of a bilingual component to the S.O.A.R. program (e.g., preparation of teachers, balanced literacy for bilingual students, appropriate and plentiful materials)?

12. Please summarize the strengths of the program.

13. What improvements could be made in next year's S.O.A.R. program?

14. For Norman and Houston:
    Please describe your experience with organization by funding source (Title I, OEY, and tuition). Were there problems with this structure? Would you recommend this approach next summer?

APPENDIX B: READING LEVELS

The following chart roughly illustrates how these levels correlate to each other and to school grade levels.

Grade Level (Basal Level)	Guided Reading Level (Fountas-Pinnell)	DRA Level ** (Joetta Beaver)	Reading Recovery Level
K (Readiness)	-	A	-
	A	1	1
K (Readiness)	B	2	2
Grade 1 (Pre-Primer)	C	3	3 & 4
Grade 1 (Pre-Primer)	D	4	5 & 6
Grade 1 (Pre-Primer)	E	6-8	7 & 8
Grade 1 (Primer)	F	10	9 & 10
Grade 1 (Primer)	G	12	11 & 12
Grade 1	H	14	13 & 14
Grade 1 (Late	I	16	15 & 16 (17)*
Grade 2 (Early)	J		
Grade 2	K	18 - 20	*(17), 18, 19, 20
Grade 2	L		
Grade 2	M	24-28	
Grade 3	N	30	-
Grade 3	O	34-38	-
Grade 3	P		-
Grade 4 (Early)	Q		-
Grade 4	-	40	-
Grade 4 (Late)	R		-
Grade 5	-		-
Grade 5	-	44	-

Note: Levels and how they correlate are subjective. Teachers are encouraged to freely adjust this correlation according to their personal evaluation.

* Level 17 is transitional. Placement of Reading Recovery levels 17-20 varies among school districts. (A few school districts place Reading Recovery levels 15 & 16 at grade 2.)

** *Developmental Reading Assessment* (DRA), developed by Joetta Beaver in collaboration with primary classroom teachers, also provides a leveling system appropriate for classroom use. DRA benchmark titles were field-tested by 78 primary classrooms from urban, suburban, rural, and small town school districts throughout the United States and Canada to assess the accuracy of the levels. The DRA system uses a numeric code and offers a broad range of texts appropriate for guided and independent reading.

APPENDIX C: 1999 S.O.A.R. MATERIALS LIST

English Materials List

Each teacher received:
Lowercase Magnetic Letters
Uppercase Magnetic Letters
Daily News Pocket Chart
Letter Storage Book
Magnetic Marker Board
Developmental Reading Assessment Package (Addison-Wesley-Longman)

Each school received:

Grade 1

Rigby
20 sets – KinderTimes Add-to-Pack
5 sets Kindergarten Add-to-Package – to be used for centers – reading and writing
5 sets KinderReaders Add-to-Pack
10 sets Alphabet Blends and Digraphs Add-to-Pack
3 sets – Complete Alphabet Starters
5 sets – Stage 2 Big Rhyme Book A
5 sets Stage 2 Big Rhyme Book Add-to-Pack
5 sets Split-Page Rhyme Book Add-to-Pack
4 sets – Shared Reading, Stage 1 (set includes 15 big books, 60 small books, and 15 cassettes)
Decodable Stories – Set A (to be shared by first grade team – take home books)
Wright Group
2 sets – Foundations, Level 1, Sets A-D (set of 64 books to be divided among first grade teachers for independent reading)
6 sets – Twig Books, Sets A-F
6 sets – Twig Books, Sets AA-HH and G-H
6 sets – Windmill Books

Grade 2

Rigby
5 sets – Shared Reading, Stage 2 (set includes 15 big books, 80 small books, and 15 cassettes)
5 sets – Shared Reading, Stage 3 (set includes 15 big books, 80 small books, and 15 cassettes)
3 sets – 1st Grade Add-to-Pack
3 sets – 2nd Grade Add-to-Pack
4 sets – Stage 3 Big Rhyme Book A
4 sets – Stage 3 Big Rhyme Book B
4 sets – Rhyme Book Add-to-Pack
Decodable Stories - Set B/Set C- to be shared for take home books
Wright Group
3 sets – Sunshine Extensions, Level 1
3 sets – Sunshine Extensions, Level 2
2 sets – Foundations, level 1, Set E-J (set of 104 pupil books to be shared for independent reading)

Grade 3

Rigby
3 sets - 2nd Grade Add-to-Pack
5 sets – Shared Reading, Stage 4 (set includes 15 big books, 80 small books, and 15 cassettes)
5 sets Shared Reading, Stage 5 (set includes 15 big books, 80 small books, and 15 cassettes)
Decodable Stories - Set C/D– take home books (to be shared by third grade team)
Wright Group
3 sets – Sunshine, Level 2

3 sets – Classroom Library for Independent Reading Set
1 set Guided Reading Set
2 sets – Foundations Levels 2-5 (set of 69 pupil books to be shared by third grade teachers)
6 sets – Worlds of Poetry Library

Spanish Materials List

Each teacher received:
1 set Spanish Magnetic Letters (lowercase)
1 set Spanish Magnetic Letters (uppercase)

Each school received:
Rigby
2 Arbol de Literatura
2 Las Olas (big book)
2 El hombrecito de pan de jengibre (big book)
2 Quien esta en la chaza (big book)
2 La sandia grandotota y enorme (big book)
2 La gallinta roja (big books)
1 Chiquicuentos
2 Los tres chivos vivos (big book)
2 Simon dice (big book)]
1 Chiquicuentos, Grupo A
1 Chiquicuentos, Grupo B
1 Los Libros Acordeones, Spanish Add-to-Pack
Wright Group
1 Spanish Sunshine, Level 1, Set AA-DD
1 Spanish Sunshine Level 1, Set A-D
1 Spanish Sunshine Extensions, level 1, Sets 1-4
1 La Caja De Cuentos
1 Perdido (6 pack)
1 Volando (6 pack)
1 Quien Vive Aqui (6 pack)
1 Plaf (6 pack)

Consumable Materials (each teacher)

Masking Tape
Scotch Tape
Thumbtacks
Index Cards
8 ½ x 11 White Paper
1" Binder
Skill Box
Felt Markers – assorted colors
Newsprint
Pencils #2 & Eraser
AV Pens – assorted colors
Tagboard – assorted colors
Transparency Film
Chart Tablet/Rings
Chalk
Primary Paper
Mounting Board – assorted colors
Paper clips
Crayons

APPENDIX D: 1999 S.O.A.R. DAILY SCHEDULE

8:15 - 8:30	SSR/DEAR *(Sustained Silent Reading/Drop Everything and Read)*
8:30 – 9:15	Shared Reading Shared Writing (Interactive) Word Work (teacher demonstration/mini-lesson)
9:15 – 11:15	Reading-Writing Workshop/Centers Workboard/Management Guided Reading (Word Work groups)
LUNCH (30 mins.)	(Flexible Schedule)
15 (min.)	Read Aloud (Sharing/Reflection)
12:00	Dismissal
12:00 – 1:15	Debrief/Planning

APPENDIX E: DRA CONFERENCE FORMATS

LEVELS A-2 (7-8 minutes)

- Teacher selects book
- Teacher introduces text
- Teacher reads 1 or 2 pages
- Child points & reads rest of story; teacher takes running record
- Teacher asks print questions
- Teacher asks preference questions

LEVELS 3 – 16 (10 – 15 minutes)

- Teacher selects book
- Teacher introduces text
- Child looks at pictures; tells what is happening
- Child reads story aloud; teacher takes running record
- Child retells story
- Teacher asks response questions
- Teacher asks preference questions

LEVELS 18 – 44 (15 – 20 minutes)

- Teacher selects range of 3 texts
- Child previews and chooses one
- Teacher introduces text
- Child reads first 2-4 paragraphs aloud
- Child predicts what will happen in story
- Child reads complete story silently in another location
- Child retells story
- Teacher asks response questions
- Child reads selected portion of text; teacher takes running record
- Teacher asks preference questions
- Teacher asks 1 or 2 inference questions (Levels 28 – 44)

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Publication Number 98.10
September 1999